



## BROCKINGTON ELEMENTARY

304 Kemper Street  
Timmonsville, SC 29161

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	408 Students	
<b>Principal</b>	Matrell E. Sturkey	843-346-5391
<b>Superintendent</b>	Dr. Steve Quick	
<b>Board Chair</b>	Mrs. Hyman	1-843-346-3956

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>At-Risk</b>	<b>Average</b>
2010	At-Risk	Below Average
2009	At-Risk	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

93.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	9	109	50	20

\* Ratings are calculated with data available by 11/09/2011.

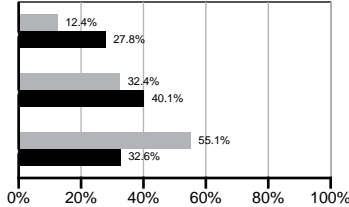
Palmetto Assessment of State Standards (PASS)

Exemplary

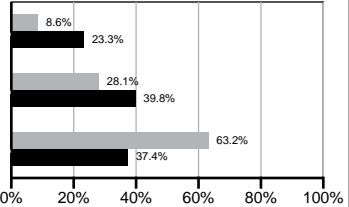
Met

Not Met

English/Language Arts



Mathematics

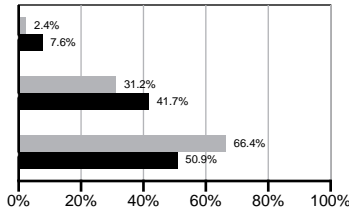


Exemplary

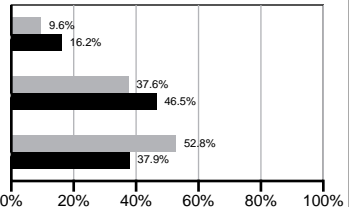
Met

Not Met

Science



Social Studies

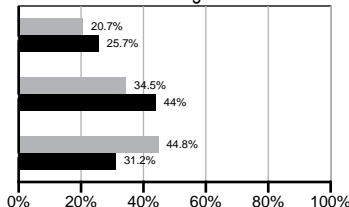


Exemplary

Met

Not Met

Writing



Our school



Elementary schools with Students Like Ours

\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

**School Profile**

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=408)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Up from 0.3%	1.5%	1.1%
Attendance rate	99.7%	Up from 96.6%	95.9%	96.2%
Served by gifted and talented program	0.0%	Down from 3.3%	6.0%	13.4%
With disabilities other than speech	4.7%	Down from 6.8%	4.3%	4.1%
Older than usual for grade	2.7%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	78.6%	Up from 61.3%	61.9%	62.5%
Continuing contract teachers	85.7%	Up from 80.6%	83.3%	88.2%
Teachers returning from previous year	78.7%	Up from 74.4%	85.3%	87.8%
Teacher attendance rate	90.6%	Down from 92.6%	95.1%	95.2%
Average teacher salary*	\$43,190	Down 3.1%	\$45,346	\$46,773
Professional development days/teacher	6.6 days	Down from 7.9 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	0.5	Down from 1.0	3.8	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 21.5 to 1	17.8 to 1	19.9 to 1
Prime instructional time	89.5%	Up from 87.4%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	N/R	N/R	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,984	Down 15.0%	\$8,241	\$7,447
Percent of expenditures for instruction**	81.4%	Up from 77.7%	68.0%	68.4%
Percent of expenditures for teacher salaries**	79.4%	Up from 56.4%	64.2%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

**Abbreviations for Missing Data**

**N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample**

Report of Principal and School Improvement Council

The 2010-11 school year was filled with much excitement, achievement, and challenges. Our faculty and staff remains committed to ensuring the mission is achieved for each student.

The mission of Brockington Elementary School states that all students will have the opportunity to receive a quality and comprehensive education on a daily basis where all faculty and staff are using a variety of strategies and resources to engage students access progress and collaborate with parents and the community to increase student achievement.

Our goal is to continue to challenge our students intellectually, grow them socially, and guide them toward independent thinking and problem solving. Brockington continues to provide instructional programs within the school to enhance instruction to include, but not limited to: Eagle Academy, differentiating instruction, conferencing with students, content area curriculum pacing guides, spiral review, and standards-based assessments.

Teachers participate in on-going professional development and Professional Learning Community (PLC) meetings which focus on school goals and data driven instruction. Parents and community members play an integral role in the success of our students. Our outstanding Parent Teacher Organization (PTO), School Improvement Council (SIC), parent volunteers, community volunteers and local businesses have worked together to help our students become successful by promoting workshops and activities such as Community Family and Friends Day, Take a Walk in My Shoes, Desserts for Dads, Parent vs Faculty/Staff basketball games and fundraisers to support instructional activities. The Brockington staff appreciates the support from our wonderful families and community and we look forward to the continued support of our parents and their continued support to help our students reach their full potential.

Matrell E. Sturkey, Interim Principal  
Amy Lewellen , School Improvement Council Chairp

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	54	36
Percent satisfied with learning environment	68.4%	85.2%	76.7%
Percent satisfied with social and physical environment	73.7%	87.0%	83.9%
Percent satisfied with school-home relations	52.6%	85.2%	78.1%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 6 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	36.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	29.2%	0.0%	No
Student attendance rate	99.7%	94.0%**	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	204	92.2	51.4	34.6	14	57	52.1	82.4	No	No
Gender										
Male	109	90.8	55.4	34.8	9.8	51.1	45.9	78.7	N/A	N/A
Female	94	94.7	47.1	34.5	18.4	63.2	59.1	86.2	N/A	N/A
Racial/Ethnic Group										
White	26	88.5	40	35	25	65	62.9	88.9	I/S	I/S
African American	171	93	54.9	34.6	10.5	54.2	50.3	72.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	29	72.4	61.9	23.8	14.3	42.9	22.4	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	172	95.4	51.9	35.2	13	55.6	51.3	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	204	96.6	62.6	28.9	8.6	50.3	53.3	81.9	No	Yes
Gender										
Male	109	96.3	67.3	27.6	5.1	49	48.3	79.9	N/A	N/A
Female	94	97.9	57.3	30.3	12.4	51.7	59.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	26	88.5	35	35	30	70	62.9	88.9	I/S	I/S
African American	171	97.7	67.1	27.3	5.6	46.6	51.5	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	29	96.6	N/AV	N/AV	N/AV	35.7	19	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	172	99.4	65.1	27.8	7.1	48.5	52.2	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	133	99.3	65.9	31.7	2.4	34.1	30.5	68.6
Gender								
Male	66	98.5	N/AV	N/AV	N/AV	27.4	26.1	68.3
Female	67	100	59.4	35.9	4.7	40.6	35.6	68.9
Racial/Ethnic Group								
White	16	100	33.3	60	6.7	66.7	62.5	80.7
African American	113	99.1	71.3	27.8	0.9	28.7	26.8	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	24	100	N/AV	N/AV	N/AV	25	18.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	118	100	66.7	30.8	2.6	33.3	29.8	57.3

Social Studies								
All Students	134	97	52	38.4	9.6	48	38.4	72.5
Gender								
Male	71	95.8	57.1	36.5	6.3	42.9	31	72
Female	63	98.4	46.8	40.3	12.9	53.2	46.1	73.1
Racial/Ethnic Group								
White	16	100	42.9	42.9	14.3	57.1	46.2	81
African American	114	97.4	54.6	38.9	6.5	45.4	36.5	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	16	81.3	53.8	38.5	7.7	46.2	23.5	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	116	97.4	52.3	39.6	8.1	47.7	38.2	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	65	93.9	42.9	35.7	21.4	57.1	50	73.2	99.7	98
Gender										
Male	36	94.4	53.3	36.7	10	46.7	37	67.2	99.7	98
Female	28	92.9	28	36	36	72	66	79.4	99.6	98
Racial/Ethnic Group										
White	11	90.9	I/S	I/S	I/S	I/S	I/S	81.5	99.6	98
African American	51	94.1	40.4	40.4	19.1	59.6	50.5	61.3	99.7	97.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	99.9	99.9
Hispanic	1	I/S	N/A	N/A	N/A	N/A	I/S	66.7	99.9	98.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.9	98.9
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	20	26	99	96.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	65.7	99.9	99.5
Socio-Economic Status										
Subsidized meals	52	92.3	42.6	36.2	21.3	57.4	49.5	63.2	99.7	97.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	63	92.1	50	32.3	17.7	50
	4	66	90.9	42.9	41.3	15.9	57.1
	5	63	95.2	56.6	32.1	11.3	43.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	70	91.4	67.8	23.7	8.5	32.2
	4	67	92.5	54.1	34.4	11.5	45.9
	5	66	92.4	32.8	46.6	20.7	67.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	63	100	71	27.4	1.6	29
	4	66	98.5	50.8	33.3	15.9	49.2
	5	63	95.2	N/A	N/A	N/A	15.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	70	97.1	90.5	7.9	1.6	9.5
	4	67	98.5	58.5	38.5	3.1	41.5
	5	66	93.9	37.9	39.7	22.4	62.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	32	100	71	22.6	6.5	29
	4	65	100	42.9	46	11.1	57.1
	5	31	100	N/A	N/A	N/A	35.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	34	100	N/AV	N/AV	N/AV	9.7
	4	67	98.5	N/AV	N/AV	N/AV	44.6
	5	32	100	63.3	26.7	10	36.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	31	100	51.6	45.2	3.2	48.4
	4	64	100	29	61.3	9.7	71
	5	29	96.6	54.2	37.5	8.3	45.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	34	97.1	80.6	9.7	9.7	19.4
	4	67	98.5	41.5	49.2	9.2	58.5
	5	32	96.9	44.8	44.8	10.3	55.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	63	96.8	53.3	26.7	20	46.7
	4	66	98.5	46.8	32.3	21	53.2
	5	64	90.6	59.3	33.3	7.4	40.7
	6	1	I/S	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	65	93.9	42.9	35.7	21.4	57.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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